Research Paper | Education | E-ISSN No : 2454-9916 | Volume : 11 | Issue : 6 | June 2025

ARTIFICIAL INTELLIGENCE AND EDUCATION: SOCIOLOGICAL INSIGHTS AND IMPLICATIONS

Ms. Vanshika Bhatia

ABSTRACT

This paper examines the integration of Artificial Intelligence (AI) in the field of education from a sociological viewpoint. It looks at how AI is changing the roles of teachers and students, changing traditional educational systems, and impacting learning across a range of social groups. It draws attention to the dangers of promoting cultural exclusion, the digital divide, and surveillance-based teaching methods. The paper also examines institutional changes, pedagogical challenges, sociocultural ramifications, and ethical issues brought up by AI in education through a sociological lens. Also emphasizes how teachers' roles are changing, how institutions are evolving, and how ethical and cultural issues like data privacy, surveillance, and the decline in interpersonal interaction are becoming more prevalent.

KEYWORDS: Artificial Intelligence, Education, Teacher, Sociology, Digital Divide, Pedagogy, Educational Inequality

INTRODUCTION

Artificial Intelligence (AI) has emerged as an influential force in recent years, changing many facets of our lives, including education. The quick adoption of AI is frequently viewed as a means of improving the effectiveness, accessibility, and student-centeredness of education. Sociology enables us to see beyond technology's apparent advantages. It enables us to comprehend how AI reflects or perpetuates current social hierarchies, who stands to gain the most from AI in education, and who may be left behind. While students in rural or low-income communities might find it difficult to keep up, students in urban areas with smartphones and fast internet can readily use AI-based learning platforms.

AI is often seen as neutral and objective a tool that simply follows the rules it is programmed with. However, AI systems are created by humans, trained on human data, and used in human contexts. This means that they reflect the values, assumptions, and biases of the societies they are built in. AI does not exist in isolation, it interacts with social structures such as class, caste, gender, race, and institutions like schools, markets, and governments.

Artificial intelligence (AI) is radically changing traditional educational systems by changing how learning is delivered, administered, and experienced. Traditional classrooms employ a one-size-fits-all method of instruction, with a largely uniform pace and style. Education is becoming more personalized thanks to AI. By analysing student performance and tailoring content to each learner's needs, adaptive learning platforms increase flexibility and student-centeredness in the classroom.

Sociologically, AI in education is both perpetuating and upending pre-existing inequalities. The digital divide is one of the main issues. AI-based education works best for students from affluent, urban backgrounds who have access to gadgets, dependable internet, and encouraging learning environments. Educational disparities are widened because students from underprivileged, rural, or marginalized communities frequently lack the digital literacy or infrastructure necessary to use these tools efficiently.

Artificial Intelligence (AI) has evolved from a futuristic concept to a current reality that is drastically changing the world, particularly in the educational sector. AI is becoming a key component of how knowledge is taught, accessed, and managed, from AI tutors and personalized learning applications to automated grading in classrooms. A sociological perspective offers a deeper understanding of the implications of artificial intelligence in education, even though the majority of discussions are on technological advancement and learning efficiency.

Sociology examines the organization of society and the interactions between people in social institutions such as schools. AI has an impact on social relationships, power dynamics, and cultural values that are ingrained in education in addition to the tools and techniques used in it.

However, if AI is carefully developed and applied, it can also be used to combat inequality. AI, can assist in identifying struggling students and promptly offering them assistance, thereby lowering dropout rates. Students from non-English speaking backgrounds can benefit from language translation tools. By reaching students in remote locations, remote learning platforms can increase access to high-quality education. These advantages, however, largely rely on how inclusive and context-sensitive the AI systems are, as well as whether or not they are backed by robust public regulations to guarantee equitable access.

Institutional changes

Schools and universities are moving toward digitization and hybrid learning models as a result of the profound changes in

the structure and operations of educational institutions brought about by artificial intelligence (AI). Classrooms, libraries, and labs are examples of physical spaces that have historically been essential to education. However, learning has surpassed these geographical limitations with the introduction of AI and digital infrastructure. To make it easier for students to access, evaluate, and deliver content, educational institutions are increasingly integrating Learning Management Systems (LMS), AI-powered student tracking tools, and online platforms like SWAYAM, DIKSHA.

Learning Management Systems (LMS), which are digital platforms used by colleges and universities to manage course content, monitor student progress, and promote communication, also incorporate AI. AI enables LMS platforms to identify at-risk students, forecast performance, analyse student behaviour, and suggest individualized study schedules. Teachers can intervene early and offer targeted support with the aid of this data-driven approach. Also, some systems provide tools like progress dashboards, goal-setting, and reminders to help students stay informed and motivated.

Online and hybrid classrooms are increasingly using AI-based surveillance tools to keep an eye on students' focus and level of engagement. These devices can determine whether a student is focused or distracted by observing their eye movements, facial expressions, and screen activity. Such surveillance raises significant ethical concerns regarding privacy, consent, and emotional pressure, even though it is meant to improve learning outcomes by giving teachers feedback on engagement levels.

Sociologically, this change signifies a structural overhaul of the educational system. Both the physical layout and social roles of educational institutions are evolving. Schools are evolving into technologically managed settings where learning is frequently directed by data analytics, algorithms, and machine intelligence. They are no longer merely venues for the dissemination of knowledge. Rural and underfunded schools face challenges with connectivity, digital literacy, and device access, while urban, elite institutions may quickly adapt due to superior infrastructure.

The sociology of education is also changing as a result of the rise of online and hybrid models that combine in-person and remote learning. These models challenge the social, collective experience of education while offering flexibility and reach. Sociologically, education has always functioned as a platform for socialization, peer interaction, identity formation, and cultural transmission in addition to being a means of disseminating knowledge. These social components might be undermined as education becomes more individualized and screen-based. Students might lose out on opportunities for teamwork, interpersonal growth, and informal learning that occurs during regular school activities. The way that time, place, and routine are structured in education is changing, indicating a new institutional logic based on data-driven performance metrics and technology.

Shift in the role of teacher & pedagogical requirements

The personalization of pedagogy and curriculum is one of the most prominent changes brought about by AI in education. Algorithms employed by AI-powered platforms customize educational content according to each student's unique learning preferences, speed, and performance. This approach, called adaptive learning, enables a more personalized learning experience. AI, virtual teaching assistants, and smart tutoring systems are examples of tools that provide immediate feedback, make resource recommendations, and even use sentiment analysis and facial recognition to track emotional engagement.

Sociologically, personalization is seen as a good thing that challenges the industrial, standardized educational model that treats every student the same way. AI has the potential to increase educational inclusivity by meeting a variety of learning needs, particularly for students who struggle with language or learning disabilities.

The teacher's role is evolving. Many tasks that were previously the responsibility of teachers are now handled by AI systems, including classroom management, evaluation, feedback, and content delivery. Teachers are therefore changing from imparting knowledge to serving as guides, facilitators, or co-learners. They frequently have to keep an eye on students' progress on digital dashboards, step in when necessary, and offer emotional support tasks that were not prioritized in the chalk-and-talk model. Teachers may feel empowered by this since it relieves them of repetitive, routine tasks and gives them more time for creativity and mentoring.

Teachers' autonomy and expertise may be compromised as AI replaces essential teaching tasks. Instead of making pedagogical and intellectual decisions, teaching runs the risk of turning into an algorithm management exercise. Furthermore, without always getting enough institutional support or training, teachers are under pressure to reskill to learn new technologies, adjust to digital tools, and continuously update themselves.

The perceived 'objectivity' and 'neutrality' of AI systems may pose a threat to the authority and charisma that are typically associated with educators. The influence and moral authority of the teacher may be subtly weakened if students start to trust machine feedback more than human feedback. This change also raises issues with control and surveillance. During online classes, a lot of AI systems monitor students' screen time, online behaviour, attention span, and facial expressions but this kind of monitoring can give rise to issues regarding students' psychological health, privacy, and autonomy. Although such surveillance is meant to improve performance, it can also foster anxiety and diminish learning freedom and creativity.

Educational inequalities

Learning will be quicker, simpler, and more individualized as artificial intelligence (AI) becomes more prevalent in the classroom. But not everyone gains the same advantages from AI. Understanding AI's potential benefits and drawbacks, particularly in relation to inequality and access, is made easier by taking a sociological approach. This examines the effects

of AI on various groups according to language, culture, caste, gender, geography, and class.

AI is also making its way into education through automated tutoring programs, online learning applications, and digital platforms. These days, teachers and students can benefit from tools like AI and intelligent learning systems. Personalized learning, prompt feedback, and effective grading are all promised by these technologies. These resources can aid in education, but there are drawbacks as well.

The digital divide is one of the most important sociological issues. Not everyone has equal access to devices, the internet, or digital literacy, despite AI's promise of personalized learning for all. Richer families can afford more expensive learning apps, dependable internet, and better devices for their students. This disparity is social as well as economic. Language hurdles, a lack of cultural representation in AI content, or a lack of institutional support are some of the challenges faced by students from underrepresented caste backgrounds or tribal areas. As a result, social inequality is perpetuated, with AI-powered education favouring the already privileged.

The effect on the teacher-student relationship is one of the main worries. Education includes human interaction, moral guidance, and emotional support in addition to information delivery. The learning process could become impersonal and mechanical when AI takes the place of teachers in some fields. Over-reliance on technology may cause students to lose the social components of education that are critical to their growth.

There is a pronounced rural-urban divide in India and many other developing nations. Students in urban areas frequently have access to laptops, smartphones, fast internet, and tech-friendly schools. However, students in rural areas might face challenges like unreliable electricity, a lack of devices, or poor internet. Due to inadequate infrastructure or a lack of digital literacy, many rural students are unable to utilize digital platforms like DIKSHA or SWAYAM to their full potential.

DIKSHA platform supports several Indian languages and provides digital content that is in line with textbooks. Higher education online courses are offered for free by SWAYAM. But there are issues with both platforms. Particularly in rural and tribal areas, access is still uneven. The majority of content is still in text or video format and is neither entirely AI-driven nor adaptive.

Caste and class also influence this division. Better gadgets, paid AI-learning apps, and private tutoring are all within the reach of wealthier families. Accessing these resources may be more difficult for marginalized caste groups, who frequently experience social discrimination and generational poverty. Therefore, rather than decreasing current disparities, AI may make them worse.

Gender also matters, boys are given preference in many homes for education and access to computers or cell phones, particularly in conservative or rural areas. Due to gender norms or safety concerns, girls may not be allowed to use technology. Therefore, unless measures are taken to guarantee equal access to digital resources, gender inequality may be reproduced through AI-based education.

The majority of AI educational tools are created in English or other widely used languages. Students who study regional or vernacular languages face difficulties as a result. In India, for instance, a large number of tribal or rural students study in regional tongues like Odia, Marathi, or but AI systems might not adequately support these languages. The learning process may become less effective or alienating as a result. Data produced by English-speaking, urban developers is frequently used to train AI systems. Because of this, the recommendations and content might not accurately represent the cultural realities of diverse learners, especially in nations like India. Students who follow different learning styles or speak regional or tribal languages may feel misinterpreted or alienated.

When only dominant cultures are represented, this cultural mismatch can lead to disengagement and strengthen symbolic power. Sociologically, this is an illustration of how AI can inadvertently disenfranchise groups whose identities, languages, and learning styles are not incorporated into the system.

AI models that are sensitive to cultural differences are also lacking. The worldviews, values, and presumptions of the people who develop AI typically urban, affluent, English-speaking professionals are frequently reflected in the technology. Local customs, knowledge systems, and learning styles unique to a community are thus disregarded. This puts students at risk for cultural marginalization, in which the educational system disregards or fails to acknowledge their varied realities.

The environment and structure of educational institutions are another crucial area that AI is affecting. Universities, colleges, and schools are moving more and more toward hybrid learning models that blend digital and physical components. Learning no longer only takes place in classrooms. Flexible, decentralized systems are replacing the regimented routine of traditional education, which included set schedules, peer groups, and shared physical environments. While self-motivated learners might benefit from this, others might find it difficult to learn in a setting without the social discipline and group projects that traditional classrooms provide.

Sociocultural challenges of AI in education

From efficient grading to personalized learning, artificial intelligence (AI) offers a plethora of opportunities as it becomes more prevalent in classrooms, schools, and universities. However, these advantages come with significant ethical, policy-related, and sociocultural challenges. These issues impact not only our use of AI but also the potential for our educational systems to be equitable, inclusive, and accountable. Analysing these issues from a sociological standpoint enables us to recognize that AI is more than just a technical instrument; rather, it interacts intricately with institutions, people, power, and culture.

AI's expanding application has an impact on resource planning and educational policymaking as well. To decide which subjects to prioritize, which areas require more funding, or which students are most likely to drop out, governments and school administrators are depending more and more on AI-powered data analytics. Planning based on evidence can increase productivity and help more precisely target interventions.

Data and privacy are two of the most important ethical concerns with AI in education. Large volumes of student data are gathered by AI systems, including attendance, learning habits, performance histories, and occasionally even biometric data like voice tones or facial expressions. However, parents and students frequently lack a thorough understanding of the data being collected, its intended use, and its ownership. This brings up the question of informed consent; students ought to be able to understand and choose how their data is being used. This type of consent lacks a clear mechanism in many schools, particularly in public systems.

Although AI is frequently introduced into education with great enthusiasm, communities, parents, and teachers are also opposed to it. Teachers may believe AI diminishes their professional autonomy or threatens their jobs. Many people worry that machines are taking their place or that algorithms are questioning their judgment. Due to a lack of training, some educators also find it difficult to comprehend or utilize AI tools. This causes resentment, confusion, or fear. In a similar vein, parents might not trust AI tools, particularly if they are unable to monitor the use of their children's data or if the tools are not compatible with the child's language or culture.

Regional differences also exist in the cultural acceptance of AI. Communities may reject or feel uneasy with AI-based learning in some places, particularly where traditional teaching methods are highly valued. Building trust and involving the community are crucial for the successful integration of AI. When deciding which AI tools to use, how to use them, and how to complement human relationships in education rather than replace them, teachers and parents must be involved.

Sociological theoretical perspectives

According to functionalist theory, education has significant social benefits. Talcott Parsons asserts that social integration, role distribution, and value transmission are all handled by education. According to this viewpoint, artificial intelligence (AI) can be viewed as a tool that improves the effectiveness and flexibility of the educational system in contemporary society.

By automating monotonous tasks like grading, giving real-time feedback, and facilitating individualized learning experiences, functionalists contend that AI can simplify educational procedures. This upholds the meritocratic system, in which pupils are fairly assessed according to their aptitude and diligence. Learners from a variety of backgrounds can accomplish societal objectives like employment and civic responsibility thanks to AI's capacity to deliver content that is tailored to each student's pace and performance level.

AI in education promotes social integration by increasing access to knowledge and educational opportunities, particularly through national platforms like India's SWAYAM and DIKSHA and massive open online courses (MOOCs). These programs support the functionalist goals of establishing common values and knowledge bases that equip students to make valuable contributions to society.

According to Karl Marx's conflict theory, education serves as a site of class reproduction and ideological control rather than as a neutral forum for growth. This theory, contends that technological instruments frequently mirror and exacerbate pre-existing class and economic inequalities.

Although AI is promoted as being widely available, access to AI-enabled education is actually very unequal. While public schools in underfunded or rural areas frequently lack infrastructure, qualified staff, and digital literacy, elite private schools and urban institutions can afford cutting-edge AI systems. Students from lower socioeconomic classes are routinely at a disadvantage due to this technological divide, which perpetuates structural inequality. AI turns into a tool for upholding capitalist ideology, where education increasingly reflects market demands rather than people's overall development.

An example of ideological control is seen in the use of AI to track students, make decisions automatically, and even forecast academic achievement. Students may be unfairly assessed by algorithms trained on biased datasets, which categorize them according to historical patterns rather than their potential. By excluding diverse viewpoints and promoting prevailing narratives, these automated classifications have the potential to disempower students, particularly those from marginalized communities. Thus, conflict theorists view AI as a tool that conceals inequality under the preteens of progress rather than as a liberator.

The idea of cultural capital, as proposed by Pierre Bourdieu, provides important insights into how AI in education can support cultural and symbolic dominance. Students from affluent families, according to Bourdieu, have cultural capital language, behaviour, knowledge, and values that corresponds with what the educational system values. They have an advantage over others because of this.

These cultural norms are frequently reflected in AI systems. AI-powered language tools or content recommendation systems, for instance, might be tailored for students who speak English well or are accustomed to urban, international cultures. These systems might not take into account the knowledge, dialects, or learning styles that students from lower socioeconomic classes, rural areas, or vernacular areas bring to the classroom. AI thus favours students who already possess symbolic power by digitally reproducing cultural capital.

From a forward-thinking standpoint, artificial intelligence in education presents fascinating opportunities. Students may be able to investigate historical events, scientific phenomena, or virtual laboratories in immersive settings thanks to virtual reality

(VR) and artificial intelligence (AI). AI-powered simulations and games can add fun and interaction to learning. AI-powered career counselling programs can recommend appropriate career paths by examining students' interests, academic histories, and personality traits. These advancements could increase the significance of education and link it to practical uses. Nonetheless, they must be directed by moral standards, governmental oversight, and democratic involvement.

These AI-powered resources aim to improve education's effectiveness, individualization, and data-drivenness. Adaptive learning platforms are among the most popular uses of AI in education. These platforms use real-time performance analysis to modify the content type, pace, and difficulty based on student performance. For example, the platform will provide more practice questions, clearer explanations, or a review of basic ideas before moving on if a student is having trouble with a particular mathematical topic. On the other hand, it can offer more difficult problems and enrichment materials to keep advanced students interested.

The Indian government launched the historic National Education Policy (NEP) 2020 to modernize the country's educational system and make it more inclusive, flexible, forward-thinking, and holistic. NEP 2020's emphasis on integrating technology and artificial intelligence (AI) into teaching, learning, administration, and educational planning is among its most important features. It recognizes that artificial intelligence will have a significant impact on how education develops in the future and works to maximize its potential to raise learning's accessibility, calibre, and equity.

In order to guarantee that AI in education is applied sensibly and fairly, the state is crucial. The National Education Policy (NEP 2020) in India places a strong emphasis on integrating AI and technology into the classroom. Reducing the digital divide is another topic covered. However, implementation is still difficult, particularly in rural areas where there is frequently a lack of internet, electricity, and qualified teachers.

The growing significance of digital and AI-based tools in both higher education and the classroom is acknowledged by NEP 2020. In order to facilitate the free flow of ideas regarding the use of technology to improve administration, planning, assessment, and learning, it suggests the establishment of a National Educational Technology Forum (NETF). The policy sees AI as a transformative force that has the potential to fundamentally alter the way that education is received and experienced, rather than merely as a support tool.

AI is thought to be a means of personalizing and adapting education. NEP 2020 promotes the use of AI-powered tools that can evaluate a student's learning style, interests, and shortcomings before customizing content. This shifts from the conventional 'one-size-fits-all' model to a more individualized method of instruction. The policy encourages the use of AI in inclusive education. NEP 2020 emphasizes how critical it is to integrate underserved populations into the mainstream educational system, such as children with disabilities, students from rural areas, and tribal communities. AI can help with this by providing content in local languages, utilizing text-to-speech or voice-to-text tools, and facilitating mobile learning in places where there aren't many teachers.

The difficulties posed by AI in education are also recognized by the policy. By enhancing digital infrastructure throughout India, particularly in rural and isolated areas, it seeks to close the digital divide. The availability of devices, electricity, and dependable internet access are all necessary for AI to succeed. IT measures to guarantee fair access to these materials and emphasize the necessity of teachers' and students' digital literacy.

NEP 2020 aims to strike a balance between innovation and inclusion from a wider sociological standpoint. Even though AI can increase productivity, if private ed-tech firms take over the market without adequate regulation, there is a chance that education will become commercialized.

Concerns regarding the commercialization of education are also raised by public-private partnerships. Private companies develop a lot of AI tools. This has the potential to transform education into a profit-driven sector where students are viewed as clients. To preserve the public character of education and guarantee social justice, the state must control such activities.

AI in education has ethical and psychological components in addition to social and economic ones. For example, students may feel that machines are judging them when AI grades assignments or assesses performance. Emotional health and motivation may be impacted.

Inappropriate use of AI tools may also promote passive learning. Instead of cultivating their own ideas, students might rely too heavily on AI-generated responses. Instructors need to help students use AI to enhance their education rather than replace it.

Transparency is crucial from an ethical standpoint. The decision-making process of AI tools must be understood by educators and students. Clear rules regarding accountability, consent, and data use are required. In the absence of this, confidence in the educational system might wane. Without a doubt, AI is having a significant impact on education. It improves the efficiency, flexibility, and personalization of learning. It enables students to learn at their own pace and helps teachers better manage their time. AI is not a neutral tool, though. The values, presumptions, and disparities of the society in which it is created and utilized are carried by it.

AI plays a complicated role in social and emotional learning. Education encompasses socialization, identity formation, peer interaction, and emotional development in addition to the dissemination of knowledge. Since AI is a machine-based system, it is devoid of human traits like moral reasoning, empathy, and intuition.

Although AI tutors are effective at providing academic answers, they are unable to provide students with the emotional support

they may require during a trying time. For younger students who rely more on interpersonal relationships, this becomes even more important. Students may experience social isolation, low motivation, or decreased interaction with others when learning becomes automated and screen-based. Over time, this may affect their communication and emotional intelligence.

According to sociological viewpoints, AI has the potential to either lessen or exacerbate current social injustices. It can increase the digital divide and marginalize vulnerable groups, but it also has the potential to make education more inclusive and democratic. How we develop, govern, and apply AI technologies is crucial. Critical thinking, ethics, and social responsibility must all be taught in addition to knowledge and skills.

The growing impact of private technology firms on the development of educational systems, methods, and content is another issue. The development and distribution of AI tools by for-profit companies may cause education to change toward a consumer model in which students are viewed more as clients than as students. This might lead to an emphasis on quantifiable results rather than meaningful learning, or on profitability rather than inclusion and equity. In diverse societies like India, where public education is essential for social mobility and national integration, it is imperative that education, as a public good, not become unduly market-driven.

There are moral and psychological issues with the increasing use of AI in decision-making processes like student performance monitoring, grading, and admissions. There is a chance that learners will be reduced to data points when machines make or have an influence on significant educational decisions. This may ignore the intricacy of each person's unique learning requirements, cultural upbringing, and challenges. Education is a process of identity formation, social connection, and emotional development in addition to being a system for disseminating knowledge. Despite its strength, AI is unable to completely replace the compassion, comprehension, and moral guidance that come from human educators.

AI's potential for accessibility and inclusion in education is a crucial advantage, particularly for students who struggle academically or have disabilities. Students with visual impairments benefit from text-to-speech converters, multilingual learners are supported by real-time translators, and students with speech impairments benefit from speech recognition tools. AI can assist in bridging the language gap in classrooms in a nation with as much linguistic diversity as India. Platforms such as SWAYAM and DIKSHA, for instance, expand reach by offering content in a variety of regional languages and formats. Even these tools, though, have their limitations. They frequently disregard tribal languages or culturally specific knowledge systems in favour of dominant languages and urban dialects. Therefore, inclusivity needs to take into account cultural, linguistic, and cognitive diversity in addition to physical access.

CONCLUSION

Artificial Intelligence (AI) is transforming education, but this change is profoundly social in nature rather than just technological. Because AI tools in education allow for personalized instruction, automate administrative tasks, and make high-quality content accessible across geographic and economic boundaries, they have increased opportunities for both educators and learners. The use of AI in learning environments and classrooms, however, brings up important issues regarding access, equality, human interaction, and the very nature of knowledge.

The realization that technology does not function in a vacuum is among the most significant takeaways from analysing AI in education from a sociological perspective. The society in which it is produced and utilized is reflected in it. AI has the potential to widen already-existing social gaps as it becomes more prevalent in colleges and universities. Because they are more likely to have access to dependable internet, contemporary gadgets, and digital literacy, students from wealthier families are frequently in a better position to gain from AI tools.

AI must be used carefully, mindfully, and inclusively even though it has the potential to revolutionize education in exciting and positive ways. To guarantee that AI benefits all students equally and thoughtfully, stakeholders including legislators, educators, technologists, and students must collaborate. The development of digital skills, the promotion of critical thinking, and the preservation of the human values at the core of education must all be priorities in addition to increasing access to technology. We can only guarantee that this potent instrument results in a fairer, just, and enriching educational future by comprehending and addressing the larger social context of AI.

Concerns about commercialization are raised by the growing involvement of private tech firms in AI-driven education. A lot of ed-tech companies create AI platforms and tools for financial gain. As a result, only those who can afford premium subscriptions may be able to access high-quality AI services. Platforms that are free or supported by the government frequently lack sophisticated features, current content, and language support. Class distinctions in education are strengthened by this unequal access.

Concerns regarding data privacy, misuse, and lack of transparency also arise when private companies gather student data. Stronger data protection regulations, moral standards, and openness in AI-based learning resources are urgently needed.
Any educational system must continue to prioritize the human element. AI can help, speed up, and even personalize learning, but it cannot take the place of the qualities that are vital to human growth, such as empathy, critical thinking, dialogue, and compassion. In addition to learning how to use AI tools, teachers also need to learn how to deal with their limitations. In addition to learning how to use AI, students also need to learn how to think critically about it, interact with others, and maintain their sense of self.

REFRENCES

1. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). Greenwood.
2. Marx, K., & Engels, F. (1970). The German ideology. International Publishers.
3. Ministry of Education, Government of India. SWAYAM – Study Webs of Active Learning for Young Aspiring Minds. Retrieved June 16, 2025, from https://swayam.gov.in
4. Ministry of Education, Government of India. SWAYAM Prabha – Free DTH educational channels. Retrieved June 16, 2025, from https://www.swayamprabha.gov.in
5. National Education Policy (NEP). (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6. Parsons, T. (1959). The school class as a social system: Some of its functions in American society. Harvard Educational Review, 29(4), 297–318.
7. UNESCO. (2019). Artificial intelligence in education: Challenges and opportunities for sustainable development. UNESCO Publishing. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000366994